

## INDEX

- Action learning, 28, 67, 68, 102–103, 103–104, 188 (*see also* Self-managed learning (SML))
- Administering function, 12
- Administration Sphere, 64–65
- Adult and community education (ACE), 78
- Affirmative action, 56, 58
- African National Congress, 56
- American model of business organization, 7–8
- ‘Antithesis’ of leadership development, 44
- Artificial intelligence (AI), 18, 197–198
- Aspiration readiness, 89–90
  
- Behavioural values, 156
- ‘Best and brightest talent’ approach, 85
- Brandon Hall Group, 3
- Branson, Sir Richard, 29–30
- ‘Bureaucracy’ culture, 7
- Business
  - leaders, 47–49
  - role of, 43–44
  - schools, 48
- Business Evolving As Usual teams (BEAU teams), 178–180
  
- Candidate feedback, 146–147
- ‘Capitalist subjects’, 45
- Career
  - issues, 192–194
  - planning, 94
- Change management approach, 152, 159
- Coaching, 13, 91, 181–182
  - culture, 180–181
  - effectiveness of, 80
  - feedback, 132
  - framework, 118
  - role, 175–185
- ‘Collective intelligence’, 177
- Colleges, leadership development role for, 70–71
  
- Commercial Sphere, 64, 66
- Compassion, 184
- Compassion, Curiosity, Courage and Connectedness (four Cs), 178
- Competence frameworks, 156
- Conference Board Global Leadership Forecast, 3
- Contextual connection, 86
- Contextual enablers, 86, 88
  - alignment of HR processes, 93–94
  - aspiration readiness, 89–90
  - ‘best and brightest talent’ approach, 85
  - contextual connection, 86
  - leadership development mechanisms, 86
  - learner-centred experiential learning, 90–92
  - organisation culture, 92–93
  - practitioner lens, 87–88
- Continuity, implications for leading, 161
- Converging spheres, 63–64
  - commercial sphere, 64
  - ‘development’ programmes, 69
  - harmonising spheres, 70–71
  - leadership development, 68–69
  - leadership development for universities and colleges, 70–71
  - political sphere, 65, 66
  - public administrations, 66–67
  - voyage of discovery, 67–68
- Cost-cutting, 157
- COVID-19 crisis, 30
- Culture, 18, 92
  - ‘bureaucracy’, 7
  - competitive, 19
  - of HE institution, 82
  - informal, 82
  - organisational, 7, 18–20
  - organization, 92–93
  - ‘power’, 7
  - of society, 58

- Demand-led approach, 194
- Depressive illness, 19
- Design, 12
- Developing leaders, 13, 22–25
  - example of, 32–35
- Development professionals, 11–13
- Digital Equipment Corporation, 35, 37
- Distributed leadership, 181, 183
- Diversity, 192
- Dysfunctionality, 6
  
- ‘Espoused theory’, 191
- Ethnocentric approaches, 7–8
- Experiential approaches, 101
  
- Facilitation, 102, 104, 142, 144
- Facilitator, 104–106, 140
  - of learning, 140–141
- Financial Services Board (FSP), 59
- Fluidities, leadership development, 70
- Followerhip, 21–22
- Foundation-funded service leadership, 125
- ‘Four Noble Truths’, 163
- Further education (FE), 73
  
- Gossip, respect conversational
  - opportunities for, 158
- Government-organised Non-governmental Organisations, 65
- Great man, and now great woman,
  - approach, 8–9
- Group psychopathology, 20
- Group work
  - design principles, 98–100
  - developing ideas, 100–101
  - developing practice, 101–102
  - evaluation, 106–107
  - in leader development, 97–98
  - leadership development, 100
  - practicalities, 102–104
  - sense of groups, 104–106
- Group-based activities, 102
- Group-based approaches, 98
  
- ‘Happy sheets’, 106
- ‘Hard’ subjects, 43
- Harvard Business Publishing, 3
- Harvard case study approach, 6–7
- Head of Department (HoD), 77
- Heidegger, Martin, 139
  - ideas of, 141–143
- ‘Helicopter mind’, 189–191
- Higher education (HE), 73
  - institutional renewal, 81–82
  - leadership and management
    - practices, 76–78
  - leadership development, 74–76
  - leadership development principles, 82
  - lifelong learning, 82
  - mentoring, 80–81
  - research, 79
  - supervision, 80
  - teaching, 78–79
- Hints and tips approach, 9–10
- Hong Kong Institute of Service Leadership & Management (HKI-SLAM), 125
- Hong Kong Yearbook, 125
- Hubris, 20
- Human civilisation, 163
- Human resources (HR), 87
  - alignment of HR processes, 93–94
- Humanity, 44, 48, 163
  - core traits of, 183–184
- Hungary
  - business leaders, 47–49
  - leader development improving in, 51–52
- ‘Hybrid leadership’, 196
- ‘Inclusiveness’, 58
- Information Technology, 6
- ‘Innovative Heads Leadership Programme, The’, 33
- Institutional renewal, 81–82
- Interacting with learners, 12–13
  
- Leader development
  - group work in, 97–98
  - improvement in Hungary, 51–52
- Leadership, 20–22, 111, 139, 176–177
  - (*see also* Service leadership)
  - attributes, 127–128
  - BEAU teams, 178
  - challenges, 1–2
  - coaches, 180–181
  - deficit, 175, 177–178
  - developing leaders, 22–25
  - development, 24
  - learning, 57
  - in mergers, 157–161
  - nature of, 4–6

- in nutshell, 25
  - organisations, 17
  - PERILL reviews, 180
  - self-interest, 25
  - theory, 7
  - trainers, 23–24
  - values, 44
- Leadership development, 4, 187
  - approaches, 6
  - business leaders, 47–49
  - candidate feedback, 146–147
  - in Commerce Sphere, 63
  - complementary conceptual ideas, 143–144
  - ethnocentric approaches, 7–8
  - example for consideration, 144–146
  - feedback from programmes, 146–147
  - great man, and now great woman, approach, 8–9
  - hints and tips approach, 9–10
  - in Hungary, 51–52
  - ideas and assumptions about, 74–76
  - influence of Heidegger, 141–143
  - learning and development professionals, 11–13
  - needs analysis, 10
  - place, 139, 140
  - principles, 82
  - programmes, 2
  - reflections on responses, 49–50
  - role and opportunities of, 43–44
  - scientific approach in business schools, 6–7
  - ‘sheep dip’ approach, 10
  - skills requiring leaders, 45–46
  - space, 139–140
  - time, 139, 140–141
  - universalist approaches, 7
  - for universities and colleges, 70–71
- Leading function, 12
- Learner-centred experiential learning, 90–921
- Learning, 11–13, 22, 27, 58
  - action, 28, 102–104, 188
  - example of developing leaders, 32–35
  - levels, 30–32
  - organisational case of poor learning, 35–36
  - problem-type, 30
  - self-managed, 109
  - transformational, 60
- Learning Group Adviser (LGA), 115–116
- Learning Groups, 114–115
- ‘Learning needs analysis’, 115
- Lifelong learning, 31, 37, 73, 77, 78, 82
- Lingnan University (LU), 125
- Macro* designing, 12
- Management process, 22
  - paternal styles of, 21
- 100
- Mapping, 118–119
- Mentoring, 80–81
- Metacognition, 32
- Micro* designing, 12
- Mindfulness, 167, 172
- Mindsets, 189
- Narrative
  - analytic and energising themes, 153
  - never-ending stories, 154
  - from plot to, 153
  - story in search of, 152–153
  - transition and integration, 153–154
- National Health Service (NHS), 66
- Needs analysis, 10
- Noble Eightfold Path, 163, 167–168
  - First Noble Truth, 164
  - individual reflections and sharing, 167
  - right concentration, 172–173
  - right effort, 171–172
  - right intention, 169
  - right livelihood, 171
  - third Noble Truth, 165–166
  - workshop, 167
- Non-discrimination, 58
- ‘Non-racialism’, 58
- ‘Non-sexism’, 58
- Not supply-led approach, 194
- Obsessive-compulsive disorder (OCD), 19
- OD Groups, 22–23
- Office of Service-Learning (OSL), 126
- ‘Order prevention department’, 36
- Organisational culture, 18–20
- Organisational leader, 19
- Organisations, 5–6
  - culture, 92–93
  - development, 59, 151
  - function of, 17–18
  - theory of, 5, 17–18
- ‘Outward Bound Course’, 67

- Participative approach, 98
- Paternal styles of management, 21
- Personal Learning Clouds (PLC), 197
- Personalising in social context, 194–195
- Personality, 5, 24
- Phaeton, 20
- Phenomenological studies, 142
- Phenomenology, 139
- Place, 139, 140
- Political leadership, 188–189
- Political Sphere, 65
- Post-merger leadership development, 159
- ‘Power’ culture, 7
- Predicament, 30
- Problem, 30
- Problem-type learning, 30
- Procrastination, 31
- Psychiatric models of organizations, 19
- Public Administration, 63–66, 70
- Public administrations, 65
- Purpose and Motivation, External Systems and Processes, Relationships, Internal Systems and Processes, Learning and Leadership (PERILL), 180, 182
- Puzzle-type learning, 30
- Puzzles, 30
  
- Resistance, 158–159
- Right speech, 167, 170
- Royal Society for Arts (RSA), 190
  
- Scientific approach in business schools, 6–7
- ‘Scientific management’ approach, 18
- Self-directed learning, 60, 79
- Self-interest, 25
- Self-managed learning (SML), 32, 109, 112
  - assessing, 120
  - briefing, 117
  - core structures, 113
  - design, 117
  - diagnostics, 117–118
  - evaluation, 120–121
  - launch event, 118
  - learning groups, 114–115
  - LGA, 116
  - mapping, 118–119
  - ongoing learning group sessions, 119–120
  - programme design and structure, 116
  - strategic learning contracts, 113–114
  - watch-outs, 121–122
- Self-Managed Learning programme, 32–33
- Sensitivity Training, 22
- Service leadership
  - attributes, 127–128
  - barriers to, 129–131
  - design and delivery of education, 129
  - examples, 132–136
  - favourable factors, 131–132
  - implications for, 136
  - preparing, monitoring and supporting students, 127
  - through service learning, 126–127
  - templates for reflection, 128–129
- Service Leadership Initiative (SLI), 125
- Service Leadership Summer Practicum, 126
- Service learning, 125
  - service leadership through, 126–127
- ‘Sheep dip’ approach, 10, 112
- ‘Skin in the game’, 191
- Soap opera, 154
  - forms and norms, 154–157
  - implications for leading continuity, 161
- Social capital, building, 195–196
- Social constructionist approach, 142
- Social responsibility, 48
- Social Sector Sphere, 65–66
- Socialist
  - companies, 45
  - socialist-type man, 50
  - system, 45, 49, 51
  - values, 45
- Sociotechnical systems, 67
- Soft skills, 44, 47–48
- South Africa
  - development of leaders, 56
  - didactic *vs.* facilitative, 58–61
  - leadership, 57
  - local setting, 57–58
  - organisational life in, 56
  - social change, 55
- Space, 139–140
- Speculation, 155, 158
- Sphere of ‘universities’, 63
- Story-based approach, 161
- Strategic approach, 32, 194–195

- Strategic learning contracts (SLC),  
113–114
- Subjective Theory, 18, 24
- Supervision, 80
- Supply-led approach, 194
- ‘System change’, 46
- Systemic thinking, 181–182, 190–191
- T-Groups, 22
- Teaching, 78–79
  - and development, 44
  - management techniques, 52
- Theory
  - integrative function of learning and  
development, 11
  - of organizations, 17–18
- ‘Theory-in-use’, 191
- Time, 139, 140–141
- Transformational leadership, 59
- Transformational learning, 60 (*see also*  
Self-managed learning (SML))
- Transformative approach, 59
- Transition and integration, 153–154
- Triple Helix of interactions, 63
- Undergraduates, 126
- ‘Unintended consequences’, 18
- Universalist approaches, 7
- Universities
  - leadership development role for, 70–71
  - sphere of, 63
- Unleadership, 143
- Volatile, uncertain, complex and  
ambiguous world (VUCA  
world), 163
- Wisdom, 182–183